Literacy 101: Understanding the edTPA Literacy Terms and Tasks

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Please use the provided glossary as a reference during this presentation.
EdTPA for Elementary Teacher Candidates

The edTPA Elementary Education assessment is composed of four tasks:

1. Planning for Literacy Instruction and Assessment
2. Instructing and Engaging Students in Literacy Learning
3. Assessing Students’ Literacy Learning
4. Assessing Students’ Mathematics Learning
What do our Candidates do for the literacy tasks 1-3?

For the Elementary Literacy tasks 1-3, candidates will document a cycle of teaching that includes:

• planning 3–5 lessons or 3–5 hours of connected instruction referred to as a learning segment.
• video recording their teaching
• analyzing their teaching and their students’ learning
• Highlighting students’ academic language development and use.
Literacy Task 1
Planning for Instruction and Assessment

For task 1, Candidates will write:
1. A description of their Context for learning (see p.51-53)
2. Lesson plans
3. Commentary explaining their plans (5 PROMPTS) - Candidates have 9 single-spaced pages to complete the commentary and answer the prompts

Task 1:
• This task is the most essential part of the process
• Provides the groundwork for completion of Tasks 2 and 3
• Provides evidence for Task 2 and 3
• Takes the longest to complete, candidates need the most guidance on this task, especially with the literacy terms
Literacy Task 1
Planning for Instruction and Assessment

For task 1, candidates must:
• Submit a lesson plan for each lesson in the learning segment
• Submit copies of all instructional and assessment materials, and student work samples for the learning segment (artifacts)
• Respond to 5 commentary prompts prior to teaching
• Choose one language function and identify a learning task where students use the language function
• Learning tasks include activities, discussions, or other modes of participation that engage students to develop, practice, and apply skills and knowledge related to a specific learning goal
Task 1 and

Academic Language in edTPA

• Academic language is oral and written language used for academic purposes. Academic language is the means by which students develop and express content understandings.

• Academic language represents the language of the discipline that students need to learn and use to participate and engage in the content area in meaningful ways.

• A student’s discussion of academic language development in edTPA should address the whole class, including English Language Learners (ELLs), speakers of varieties of English, and native English speakers. p.15
3 Parts to Academic Language: Language Demand, Language Function, Vocabulary

1. **Language demand** is the way that academic language (language functions, vocabulary, discourse, syntax) is used by students to participate in the **learning task** through reading, writing, listening, and/or speaking to demonstrate their disciplinary understanding. It can be represented in the **product** the student makes, such as an essay, paragraph, sentence, speech, lab report, reflection, play, poem, comic strip, magazine article, poster, etc.

- Language demand arises from the learning target and/or the central focus combined with the language function.
- These are learning tasks that are part of the lesson.

p.16
3 Parts to Academic Language:

Language Demand, Language Function, Vocabulary

2. **Language Function** is represented by the *action verb* within the learning target (e.g., describe, compare, summarize, etc). It is the content and focus of the learning task. The **Learning Target** is the student version of the students’ learning goal.

- It may also appear in the **central focus of the lesson**. The **Central Focus** is the important understandings and core concepts that students develop within the learning segment and is aligned with the learning target.

- **Language Function** - What kind of thinking, reading, writing, listening, and speaking are students doing in the classroom?

- Examples: identify, analyze, interpret, predict, compare, model, argue, retell, justify, etc... p.16
3. **Vocabulary**, which includes any words the student should be able to define in order to comprehend the content of the lesson (Tier 2 and 3 words).

• These words may be Tier 3 specific to the discipline (proton in science) or Tier 2 words (list, characteristics, infer, analyze).
Language Function and Demand Examples for Task 1

Learning Target:
• I will interpret (language function) unfamiliar words in an informational text.

Language Demand examples:
• List words by writing on paper (syntax)
• Define using dictionary
• Recite definitions to partner (discourse)
• Write a personal interpretation of the word
In Task 1

Literacy planning, Candidates will:

1. Describe the **central focus** and purpose for the content they will teach in the **learning segment**.

2. Given the central focus, describe how the standards and learning objectives within the learning segment address:
   - an **essential literacy strategy**
   - **related skills** that support use of the strategy
   - **reading/writing connections**

3. Candidates need to explain how plans build on each other to help students make connections between skills and the essential strategy to comprehend OR compose text in meaningful contexts. They will also need to explain what kind of **Language Support** they will provide for students through the lesson.
A literacy strategy is an approach selected deliberately by a reader or writer to comprehend or compose text. When students are able to select and use strategies automatically, they have achieved independence in using the strategy to accomplish reading and writing goals.

Example strategies for reading include summarizing or retelling, comparing and contrasting firsthand and secondhand accounts of the same event, using evidence to predict, interpreting a character’s feelings, or drawing conclusions from informational text.

Example strategies for writing include organizing ideas before writing, note taking from informational text to support drafting a topic, using graphic organizers to organize writing, using a rubric to revise a draft, or using quotes as evidence to support an argument.
Essential Literacy Strategies

Examples of Possible Essential Literacy Strategies:

- Reading comprehension, Analyzing characters or arguments, Analyzing text structures, Summarizing plot or main ideas, Comparing characters or versions of stories, Comparing points of view, Arguing/persuading using textual evidence, Inferring meaning using textual evidence, Describing a process or a topic, Sequencing events, Supporting predictions using textual evidence, Interpreting a character’s actions or feelings, Drawing evidence, Retelling a story, Identifying story elements, character traits, or themes, Identifying characteristics of informational texts

- Writing composition, Brainstorming (or gathering and organizing information for writing), Note taking from informational texts in order to support a writing topic, Using graphic organizers for prewriting, Revising a draft, Using a rubric to revise, Using a writing checklist to edit
Related Skills

Related skills are literacy skills students will develop and practice while learning a literacy strategy in the learning segment. This is not to be confused with prerequisite skills, which are developed before the learning segment begins.

Examples of related skills:

- Reading comprehension, Print concepts, Decoding/Phonics, Phonological awareness, Word recognition, Fluency Miscue self correction, Fluency, Language conventions Word analysis, Syllabic, structural, or morphological analysis (affixes and roots), Vocabulary meaning in context, Text structure features

- Composition, Language conventions (spelling, grammar, punctuation), Applying text structure features, Editing/Revising, Sentence fluency, Organization (topic sentences, transitions, paragraph structure, etc.), Attributes of genre, Using descriptive language, Word choice, Using active voice
Making Reading-Writing Connections

Examples of activities that promote Reading-Writing Connections:

• Reading and researching informational text to inform an essay, Writing interpretations or analysis of informational text, Journal writing- making predictions, making personal or text-text connections, Note taking, Writing book reviews, Writing from the perspective of a character, Writing alternative endings for a story, Writing in a style that emulates a model or a mentor text, Writing responses to persuasive essays that have been read, Using “stop and jot” during a read aloud or shared reading engagement
Language Support

Language supports are ways to help students with language (modeling, feedback). The scaffold, representations, pedagogical strategies teachers provide to help learners understand. Some examples are word charts, sentence frames, realia (objects from real life), and modeling. The candidate may also list content support (use of base 10 in math)

Examples:
• List words on paper- show example
• Define using a dictionary – demonstrate how
• Speak definition to partner – circulate and listen
• Write the interpretation of word – collect and provide feedback
Bringing it all together!

Central Focus – Students analyze characteristics of atomic particles

Learning Target for Lesson 1 - I can compare protons to neutrons using a Venn diagram and identify 3 similarities and 3 differences.

Academic Language - Language Function: analyze (and compare is a form of analysis)

Language Demand - Draw and fill in a Venn diagram, write comparisons into 1 paragraph, read paragraph aloud to peer

Language support – make a list with the whole class, show example, peer work, circulate and provide verbal feedback

Syntax – Venn diagram, descriptive paragraph

Discourse – reading the paragraph aloud
For task 2, Candidates will:

1. Demonstrate how they support and engage students in literacy learning (in their video).

2. Write commentary responding to (5 PROMPTS) - Candidates have 6 single-spaced pages to complete the commentary and answer the prompts.

3. If needed, provide supporting documentation (additional 2 pages allowed) for the video recordings at the end of the commentary (digital copies of unnoticeable materials or transcriptions of inaudible comments)
Literacy Task 2

Instructing and Engaging Students in Literacy Learning

• Evidence for these prompts are on the video clips or in commentary
• Candidate submits one or two clips (total not to exceed 15 minutes)
• Video clip(s) cannot be edited once begun
• Can feature whole class or targeted group of students
• Optional – language use can be either video clips or student work sample (modeled or practiced)
Literacy Task 2
Instructing and Engaging Students in Literacy Learning

For task, 2 students must respond to the following:
• Identify which lessons are shown in the videos
• Refer to scenes in the clips where they provide a positive learning environment
• Explain how their instruction engaged students and linked to students’ prior academic, personal, and cultural learning with new learning
• Explain how they elicited and built on student responses and applied the essential literacy strategy using related skills
• Explain how they modeled the essential literacy strategy and supported students as they practiced or applied the strategy to comprehend or compose text
For task 3, Candidates will:

1. Analyze both students’ learning and students’ use of language.
2. Write commentary responding to 4 PROMPTS in no more than 10 single-spaced pages.
3. Attach their assessments used to evaluate students’ performance (no more than 5 additional pages or an additional 5 minute video).
4. If necessary, provide a transcription of inaudible portions of the video or audio clips of feedback or a student work sample (no more than 2 additional pages).
For task 3, Candidates will need to think about:

• How to gather evidence of student learning
• How to provide meaningful feedback to students
• How to use evidence of what student's know and are able to do and plan next steps of instruction
• How will they identify evidence of students’ use of language that demonstrates the development of content understanding
Literacy Task 3
Assessing Students’ Literacy Learning

- *For task 3, Candidates must:*
- Select 1 assessment from the leaning segment they will use to evaluate students’ learning
- Include the assessment, directions and prompts provided to the students for the chosen assessment (no more than 5 additional pages)
- Define and submit the evaluation criteria
- Collect and analyze student work (this can be scanned student work or a video or audio file of oral assessments (no more than 5 minutes)
- Select 3 student work samples that represent the patterns of learning. These students will be your 3 focus students.
- At least 1 focus student out of the 3 must have specific learning needs (IEP, ELL, struggling reader, gifted)
- Document the feedback you gave to the 3 students on the work sample itself, or in a video or audio clip
- Provide evidence of students’ understanding and use of targeted academic language function and other language demands
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